DOCUMENT RESUME

ED 337 884 EA 023 410

AUTHOR	Trimble, Grace
TITLE	Moving beyond Fuzy Altruism in Business-Education Relationships: The Potential of the Georgia Alliance for Public Education. Supporting Leaders for Tomorrow, Occasional Paper #8.
INSTITUTION	Institute for Educational Leadership, Washington, D.C.
PUB DATE	Jun 89
NOTE	24p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
AVAILABLE FROM	Publications Department, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($6.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Corporate Support; *Educational Change; Elementary Secondary Education; *Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS	*Georgia; *Partnerships in Education

ABSTRACT

Georgia's business leadership is concerned about that state's public education system which has consistently ranked near the bottom of the educational ladder. In 1986, the Quality Basic Education (QBE) Act became law, and its provisions are described in this document. The Georgia Alliance for Public Education (the Alliance) was mobilized to sustain involvement from the private sector in QBE. The alliance attempts to build a coalition of business leaders who work for improvement in all aspects of primary and secondary public education. Goals include increased prestige for the teaching profession and for public education in general as well as enhanced curricula. Programs include a statewide literary magazine and small grants to classroom teachers. The structure of the board of trustees of the Alliance and business support are detailed. A one-day conference with business leaders and educators is reviewed. Issues beyond the conference include the Alliance's future, its funding, and a concise definition of its mission. Information on the Institute for Educational Leadership is appended. (RR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

Supporting Leaders for Tomorrow

ED337884

MOVING BEYOND FUZZY ALTRUISM IN BUSINESS-EDUCATION RELATIONSHIPS: THE POTENTIAL OF THE GEORGIA ALLIANCE FOR PUBLIC EDUCATION

Occasional Paper #8

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Glockner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 023410

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.
1001 CONNECTICUT AVENUE, N.W. • SUITE 310
WASHINGTON, D.C. 20036 • [202] 822-8405

BEST COPY AVAILABLE

MOVING BEYOND FUZZY ALTRUISM IN BUSINESS-EDUCATION RELATIONSHIPS: THE POTENTIAL OF THE GEORGIA ALLIANCE FOR PUBLIC EDUCATION

Occasional Paper #8

Grace Trimble
Writer and Public Relations Consultant

The Institute for Educational Leadership, Inc.
The Edna McConnell Clark Foundation
June, 1989

PREFACE

With the support of the Edna McConnell Clark Foundation, the Institute for Educational Leadership (IEL) has been exploring the evolving relationship between the public schools and the business community. IEL has been particularly interested in examining the extent of business involvement with and commitment to resolving the complex issues pertaining to educational reform.

As we pursue these important issues, we would like to share our information with interested parties from the worlds of business, education, and government.

The enclosed Occasional Paper #8, Moving Beyond Fuzzy Altruism in Business-Education Relationships: The Potential of the Georgia Alliance for Public Education, is a journalistic account prepared by writer Grace Trimble. It represents the eighth of a series of Occasional Papers on Business-Education Relationships which IEL will disseminate periodically. We would welcome your reactions to this description of a beginning statewide effort to mobilize business leaders on behalf of public education. We hope that this Occasional Paper will be useful to those in other states who want private sector leaders to become more engaged in the education policy process in state capitols.

William S. Woodside
Former Chairman and
Chief Executive Officer
Primerica Corporation
Chairman, IEL Board of Directors

Michael D. Usdan
President
The Institute for Educational
Leadership

June, 1989

**"Moving Beyond Fuzzy Altruism
in Business-Education Relationships:
The Potential of the Georgia Alliance for Public Education"**

Introduction

Recently one of Atlanta's most influential business leaders, in a speech to the membership of the city's most influential service club, stated, "If I were dictator of Atlanta or Georgia, there is no question what our priority would be. It would be to improve greatly the quality of public education." In his remarks, he summed up the frustrations and concerns of the state's business leadership with a public education system that has consistently ranked near the bottom by most traditional measurements.

Georgia is the largest state east of the Mississippi, and the problems of size are compounded by a multiplicity of local jurisdictions. Georgia has 159 counties, more than any other state except Texas. There are 186 school systems within the state. Of these, 116 have fewer students than the minimum number recommended by the state board of education. The state school superintendent is elected, as are some two-thirds of local superintendents. Atlanta tends to dominate the state's economy, a fact that often results in an anti-Atlanta bias in rural areas and in the General Assembly. Because of the disparity in available resources between the larger metropolitan school districts with an expanding tax base and smaller, poorer rural systems, the quality of education has been uneven throughout the state. What has been consistent is that average scores of Georgia students on a variety of standardized tests put the state at or near the bottom of the educational ladder.

The State of Georgia has made more than one attempt to overhaul its public schools. In 1964 the General Assembly passed the Minimum Foundation for Education. This was followed in 1974 by the Adequate Program for Education in Georgia (APEG). Like its predecessor, it did not deliver the hoped-for improvement in the achievement of Georgia school children. In 1984, after more than twenty years of educational reform, Georgia still had not moved out of the back row; the state's leaders were still talking, not about excellence or

enhancements, but about fundamentals and how to provide and fund the basics for Georgia youngsters.

Enter Quality Basic Education or QBE . . .

In 1985 the General Assembly, in an almost unheard of show of unity, unanimously passed the Quality Basic Education Act, which became law in July, 1986. QBE is the most comprehensive education reform package in the history of the state. Among other provisions, the act established a statewide curriculum, mandated a full-day kindergarten program, increased funding for education, raised teacher salaries, recommended the construction of new facilities, required greater teacher accountability, and lowered student-teacher ratios.

QBE grew out of the work of the Educational Review Commission, chaired by Ed Harris, partner in charge of Price Waterhouse, Atlanta. This Commission, composed of business executives, civic leaders and educators, recommended the basic components of QBE. Once the work of this Commission was completed, a second committee, chaired by BellSouth Chairman John Clendenin and working closely with the Atlanta Chamber of Commerce, the Business Council of Georgia and other groups from around the state, lobbied successfully for its passage in the General Assembly.

The State Department of Education has ultimate responsibility for implementing the provisions of the reform package, including the creation of quadrennial task forces of educators and private citizens to evaluate QBE and recommend modifications to the program. There was, however, no vehicle for mobilizing sustained involvement from the private sector to ensure that the provisions of QBE were fully implemented and funded.

Enter the Georgia Alliance for Public Education or (the Alliance) . . .

While it was not specifically established for the purpose of pushing for full implementation of QBE, the Alliance has begun to emerge as an independent statewide voice on behalf of public education. It is the only resource of its kind that is attempting to build a coalition of business leaders to demand and work for improvement in all aspects of primary and secondary public education in Georgia. By encouraging and facilitating private sector

collaboration, the Alliance is supporting initiatives that have the potential for long-range impact and long-term enhancement of public education.

The Alliance is at the very beginning of its work. Success is not assured, but there is cause for optimism. The organization has the support of some of Georgia's most influential business executives. It has begun to develop a track record by demonstrating that it can design and implement a number of programs. In general, public education is an issue that is of growing concern to the private sector.

At this time in its development, however, the Alliance has more potential than product(s). That potential is nonetheless intriguing. If successful, the efforts to convene the state's most senior-level business executives and to mobilize a coordinated, statewide private sector response to the problems of public education may ultimately become a model for other organizations in other states that seek to develop a similar coalition. Consequently, the Alliance's programs and successes and even its missteps are worth following as the embryonic organization moves forward to develop the agenda for involving Georgia's business community in public education.

Background

The Alliance traces its roots to the early 1980s in Gwinnett County, a rapidly growing suburban area northeast of Atlanta. At that time Gwinnett established its first post-secondary program with a high-tech component. Realizing that the school system would not be able to invest in the necessary upgrading of equipment to keep pace with technological advances, Eve Hoffman, then chairman of the Gwinnett County Board of Education, began exploring the feasibility of a privately funded education foundation for Gwinnett that could draw support from the many high-tech firms that have operations within the county. Private education foundations were just gaining acceptance, particularly in California and in other states where tax cuts had resulted in reduced public spending for public education.

Mrs. Hoffman continued to nurture the idea of an education foundation after leaving public office and expanded the concept into a statewide organization. Her discussions with educators, civic leaders and business executives led her to conclude that Georgia needed more

than the well-meaning efforts of existing business-education partnerships such as adopt-a-school programs. She saw the need for an organization that went beyond "fuzzy altruism," to meaningful ways through which the private sector could respond to the needs of public education. The result was the creation of the Georgia Public Education Foundation, now the Georgia Alliance for Public Education.

The Georgia Public Education Foundation was formally chartered in 1986. In January of that year Mrs. Hoffman convened an organizing committee to consider the creation of a nonpartisan, nonprofit education foundation. That committee consisted of representatives from the Georgia Power Company, the Georgia School Boards Association, the Georgia Departments of Industry and Trade and Community Affairs, the Business Council of Georgia, and the Georgia Board of Regents. Four months later, the Georgia Public Education Foundation was incorporated and applied for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Within a year of its formation the Foundation began searching for a new name. Board members found that the term "foundation" created confusion and unnecessarily and incorrectly pigeonholed the organization as a grant-making body. They spent more time telling people what the organization was not rather than concentrating on what it aspired to be. The name "Georgia Alliance for Public Education" was deemed more descriptive of the mission of the organization.

Goals and Programs

Still in its infancy, the Georgia Alliance for Public Education seeks to become the bridge between the private sector and the state's public school system. As a statewide organization designed to stimulate business community support for and involvement in education, it is one of a handful of such organizations around the country. It is privately funded and remains independent not only of local and state school boards but of other nonprofit agencies. It seeks a statewide constituency and aspires to become a resource on education issues. It wants to develop a greater sense of public ownership and confidence in the future of education and to serve as a catalyst for education reform throughout the state.

Its challenge is to bring together the state's top business leadership in an organization with the political and economic clout to effect real long-term educational change and improvement.

Initially the Alliance set forth the following goals and objectives:

- To enhance and promote primary and secondary public education throughout the state;
- To mobilize increased, innovative and continuing support for all of Georgia's public schools;
- To enhance curricula;
- To increase prestige for the teaching profession and for public education in general; and
- To encourage meaningful involvement of the private sector.

From the beginning, the Alliance has been committed to remaining a private organization, independent of state or local school boards and other educational organizations. This commitment is based upon the belief that independence ensures greater flexibility in fund raising and offers the best chance for attracting and sustaining widespread private sector support. On the other hand, the Alliance seeks a strong and constructive relationship with professional educators as a reflection of its belief that the public and private sectors must work together to effect real and sustained reform in the state's public schools.

At the same time, the fledgling Alliance has opted to focus solely on statewide education issues. Several organizations around the country, such as the California Business Roundtable, have education as one item on a broader agenda. The Business Council of Georgia supports several education-related projects as part of its larger program of economic development. But for the Alliance, Georgia's public education system is the only agenda item.

The Alliance sees itself as a catalyst for generating creative relationships between public schools and the private sector. While its programs may ultimately deliver financial resources, they are primarily designed to generate community support for public education. Early on the Alliance proposed a number of programs to achieve the basic objectives of enhancing curriculum, increasing teacher prestige and providing avenues for private sector participation. Initial proposals included a portable science exhibit, a statewide literary

magazine, small grants to classroom teachers, a recognition program to honor outstanding contributions to public education, and a leadership development program for school personnel.

To date, the Alliance has moved forward with the literary magazine and the grants to classroom teachers. The small grants program has centered on mathematics and how to make math more relevant. The Alliance invited proposals from classroom teachers for projects that demonstrated the relevance of math to students and involved collaborative efforts between students, teachers and the private sector. The Alliance awarded a total of eight grants under this program in two years.

With printing donated by the Georgia Power Company and with an editorial review board consisting of educators, professional writers and business people, the Alliance has just issued *Red Clay and Skyscrapers*, a 76-page publication containing excellent examples of student writing about Georgia in the categories of fiction, non-fiction, poetry and art.

While the small grants program has proved somewhat disappointing because of the small number of applicants, the literary magazine has exceeded expectations. More than 450 entries were submitted, and there was substantial private sector participation on the review board. Both programs are significant, however, because they provide the Alliance with tangible "products" and begin to establish the organization's track record.

Board of Trustees

The Alliance is governed by a board of trustees. The initial board was drawn from across the state and was comprised of representatives from both the public and private sectors, including educators, business leaders, executives of other nonprofits, and legislators. This group was enthusiastic, talented and committed. It soon became apparent, however, that the board did not have enough top-level business executives. Neither the educators nor the non-profit executives could provide the necessary fund raising leadership. Furthermore, this first board had a number of resignations fairly early on. Additionally, it took more than a year to identify and recruit a volunteer chairman. All of these circumstances, which are common to new organizations, hampered early fund raising efforts and consumed time that might otherwise have been used to develop the group's agenda. The President was forced to divide

her time between developing a program and raising funds, something she believes retarded the progress of the Alliance.

The Alliance has since reorganized its board of trustees and board of advisors. The eleven trustees are all senior executives from the private sector. They will set policy and have a major role in putting the organization on a sound financial footing. During the coming year, a nominating committee will also identify additional board members to add more depth and geographic and demographic balance. The advisory board consists of educators, foundation executives and representatives from other nonprofit organizations. This group will serve as the principal link to the educational community. Members have been selected for their knowledge of educational and community issues and will be consulted on the educational soundness of proposed Alliance programs.

Funding

The Alliance received $20,000 in start-up funds from the Georgia Power Company. Added to that was a $50,000 gift from an anonymous donor. Accounting and legal services are contributed pro bono, and a $5,000 grant from the Southern Education Foundation was earmarked for the Alliance's initial programs.

Georgia Power's support for the Alliance stems from the company's long tradition of corporate involvement in civic and philanthropic activities throughout the state and its particular interest in public education. According to Charles Whitney, Executive Assistant to the President, the company began to focus on education during the early 1970s when the courts ruled that the company could not require a high school diploma as a condition for employment. In designing tests to measure the skills of prospective employees, the company found that many high school graduates lacked the basic math, reading and writing skills necessary to perform successfully within the company.

In addition to these start-up funds, early this year the Alliance received a grant from the CF Foundation. Roughly half of this grant went for the purchase of office equipment, specifically a computer and copier. The balance has helped fund the first Alliance conference for Georgia business leaders.

Business Support for the Alliance

It appears that the Alliance is an idea whose time may have come. The gift from the CF Foundation provided the initial funds needed to move forward with a conference designed to bring Georgia's chief executive officers together for a one-day meeting to articulate their concerns. The board of the CF Foundation has four principal interests -- public education, housing, prisoner rehabilitation, and spiritual renewal. Dan Sweat, former President of Central Atlanta Progress, an organization representing the city's downtown business community, serves as President of the CF Foundation. He had long been frustrated over the lack of any long-term strategy for addressing the problems of public education. As he gathered information for the CF Foundation, he found that the business community shared his frustrations. While business leaders gave the State credit for initiating QBE, they were fearful that QBE could become another unfulfilled promise and that the State would simply funnel more money into education without effecting any real change. Mr. Sweat also found within the business community widespread interest in becoming involved in public education, but a lack of knowledge about how and where participation might do the most good.

Speaking to the Atlanta Rotary Club last fall, Mr. Sweat said:

> "While we recognize the fact that the basic purpose of education is not solely to serve business, perhaps what we need to do is to ask the question, "What does business need from the public schools in order to compete successfully in the national and international economy in 2010?" If we can answer that question, then we can determine whether or not our schools can deliver the product we need. Based on the knowledge I have gained, I am convinced that problems of our education system will not be cured from within. Nor will they be resolved within the political arena. The answer lies in the interests of the business environment."

The bottom line for many business leaders is the quality of the work force or the competency of job applicants. John Clendenin, Chairman of BellSouth, recently spoke to a group of educators about the personnel needs of his company and how the public schools measure up. In a highly technical industry such as electronic communications, BellSouth does not expect inexperienced applicants to have any significant job-specific training. It does need applicants with basic oral and written communication skills and basic mathematical knowledge. All too often, said Mr. Clendenin, BellSouth finds that it has to spend valuable

training time and resources teaching the basics to young people who have never learned how to learn.

Beyond education's importance to the quality of job applicants is its impact on the quality of the business environment. Benjamin E. Jenkins III, President of First Union Bank and Chairman of the Alliance, sees a first-rate public school system as an essential ingredient for a healthy business climate. "I think we're going to see fewer corporate relocations in the future than we have in the past, and I think fewer individuals will choose to relocate," said Mr. Jenkins. "Competition for those companies and people who do choose to move will intensify, and quality public education will give Georgia a competitive edge in attracting people and businesses to our state."

Gene Dyson, President of the Business Council of Georgia, put it another way:

> "Competitive pressures for economic development are increasing. When I talk to a business prospect, the first thing he wants to know about is the potential work force. The technical skills today's businesses need are enormously different than they were twenty years ago, and the training process is much more critical. We must have an educational system that trains our young people to be trained."

A third concern of some business executives centers around the cost of failing to improve the public education system. L. L. Gellerstedt, Jr., Chairman of Beers, Inc., one of the Southeast's largest general contractors, stated, "We can't back away from our public schools. When we look at the cost to taxpayers of sending someone to prison versus sending him to college and when we see that 80 percent of our prisoners are drop-outs, we realize that we can't afford **not** to invest in education."

The CEO Conference

To get to the heart of the business community's concerns about public education in Georgia, the Alliance organized a one-day meeting targeted toward the state's corporate leadership. The invitation list included senior-level management and chief executive officers of businesses all across Georgia. The conference, dubbed a "summit" and held June 7, was entitled "Public Education: The Link to Georgia's Future Work Force." It brought Georgia's private sector leadership together with educators and experts on education. Participants

heard from Harold Hodgkinson, Senior Fellow and Director of the Center for Demographic Policy of the Institute for Educational Leadership. His analysis of global, national and statewide demographics and their implications for human resources served as a springboard for eliciting participants' major concerns about public education in Georgia. The keynote speaker was Randall Tobias, vice chairman of AT&T.

In his remarks to the group, Mr. Tobias echoed some of the sentiments expressed by Georgia executives. He said:

> "Schools have become a survival issue for business in a way that they never were before. I think that's because of two fundamental economic realities. Number one, today's shortfall in American education is accompanied by a shortfall in American competitiveness. And number two, we're in the early stages of a labor shortage -- a shortage of the kind America has never seen in peacetime. Together, these conditions give a new sense of urgency to the term "education reform."

To ensure participation of the highest corporate officers, the conference planners decided that the invitations would not be transferable. Some 115 invitees accepted, including top executives from several of the state's largest corporations -- SunTrust Banks, C&S National Bank, First Union National Bank of Georgia, The Coca-Cola Company, Delta Air Lines, Georgia Power, Chatham Steel, Savannah Electric & Power, and CB&T Bancshares. While more than 75 percent were from Atlanta, at least 16 non-metro counties were represented and executives from all of Georgia's major cities were in attendance.

The conference chairman was Andy Fisher, Vice President and General Manager of the ABC affiliate, WSB-TV. He became concerned about the problems of public education after hearing a superintendent from a greater Atlanta district lament that all too often school personnel were rewarded more for the number of football games won than for the number of students sent to college.

When asked what he hoped to see coming out of the meeting, Mr. Fisher replied, "100 missionaries." He urged the participants to incorporate education into their "stump speech." Every time business leaders talk to a Rotary Club, every time they speak with the mayor, members of the board of education, their state legislators, their local bankers, their employees,

they should have something to say about education. They should leave no doubt that education is a business priority and that support for public education is essential.

Beyond this basic missionary work, the goals of the conference were realistic and imminently achievable. They were (1) to identify senior-level executives who are willing to make a significant commitment to public education and become active in the Alliance and (2) to identify the key issues of concern to the state's business leadership. Achieving both these objectives was deemed imperative if the Alliance was to move forward with its agenda. All of the conference planners agreed that if the conference achieved these goals, it would be a success.

Beyond the Conference

The business leaders involved in the Alliance have a vision of what the organization can become even if they remain uncertain about specific programs and strategies. There is consensus that the organization must remain "lean and mean." They foresee a small, but highly qualified and knowledgeable staff and a few high quality programs. There is some disagreement over the role of such projects as the small grants program and the literary magazine. While the magazine receives high praise for its quality and for the ways in which it relates to the important issues of teacher prestige and curriculum enhancement, most board members believe that the Alliance will have to develop more substantive and strategic programs to obtain and maintain the participation of the state's business leadership. They believe that the Alliance shows the greatest promise as a convener and that it has a real opportunity to carve out a niche for itself as the vehicle through which top business leaders from across the state can exercise their political and economic clout to improve the state's public education system.

The Georgia Department of Education has been very supportive of the Alliance, and the state superintendents, first Dr. Charles McDaniel and currently Dr. Werner Rogers, have been involved with the organization since its creation. If they could not attend meetings themselves, they always sent a key deputy. Dr. Rogers sees the Alliance as central to his efforts to communicate his program for improving Georgia's schools and to learn from "the

consumers" what their concerns are. He understands that there are risks; as he remarked, "If you ask people for advice, you'd better be prepared to take some of it." He agrees with most of the Alliance's leadership that real change and real reform must come from outside the system itself.

The governor and the members of the General Assembly have not yet become significantly involved with the Alliance. Leaders of the Alliance see this as a temporary situation and believe that once the organization establishes more of a track record and gains some momentum, elected officials will become involved.

While the Alliance has a strong and committed board of trustees and advisors, its future is not guaranteed. Funding has been and remains uncertain. Immediately following the conference, the board voted to create a membership program, but it is too early to tell whether memberships will generate enough money to cover the basic operating costs. The development and implementation of a fund raising program must remain a top priority for the new board of trustees.

Beyond problems of financing, the Alliance could derail under the following circumstances:

(1) Failing to identify and tackle the correct problems;

(2) Spreading itself too thin by trying to solve too many problems with too few resources;

(3) Failing to deliver some quick successes in an area where there are few, if any, quick fixes.

None of the above seems likely, but these concerns do point out the importance of the new board acting quickly to develop a viable fund raising strategy and a carefully considered and focussed work program.

The Alliance must define its mission in very concise terms and then examine each proposed program to determine how it fits within the basic mission. The group's leadership is in agreement that, aside from fund raising, the primary effort must be directed toward mobilizing the state's corporate community. There is no consensus, however, about how to achieve that objective. Alicia Philipp, Executive Director of the Metropolitan Atlanta

Community Foundation and a member of the conference planning committee, believes that the Alliance should develop a statewide education plan before it moves forward with any specific programs. "The Number One priority, as I see it," she said, "is putting together a statewide plan for private sector initiatives for education with a lot of business community input. The Alliance can use the synergy of the CEO summit to involve the business leadership directly in the planning process. If the planning process works and if the plan is credible, the corporate community will buy into the plan and have an enormous stake in its implementation."

Considerable thought must also be given to how inclusive and broadly based the organization should become. Mrs. Hoffman is encouraged by inquiries from parents and teachers about how they might participate in Alliance activities. However, she agrees with both Mr. Fisher and Ms. Philipp that the Alliance's greatest impact may depend upon how successfully it appeals to top corporate leadership. As Mr. Fisher put it, "I wouldn't care if this organization never became a household word as long as the key business leaders and politicians view it as an organization that can really get things done."

The Lessons of the Alliance

The Georgia Alliance for Public Education made several missteps at the beginning, including the choice of the original name, the failure to identify a volunteer chairman from the outset and the lack of senior-level executives on the initial board of trustees. Mrs. Hoffman attributes the original name, not to any particular confusion about the goals of the organization, but to the fact that there was no existing conceptual framework within which to position the organization. "While we never foresaw a time when grant-making would be our central focus, our whole experience was based on the use of the term 'foundation,'" she explained.

The absence of a volunteer chairman at the outset and the composition of the original board were somewhat more serious problems. The Alliance needed a strong chairman from the beginning. The original steering committee did not set as a priority the recruiting of a volunteer chairman. And, when the search committee began to identify potential candidates,

they found that the individuals they identified initially had multi-year commitments to other civic and philanthropic organizations. A chairman in place sooner would have provided the leadership to recruit other business executives, added depth to the organization sooner, as well as provided leadership in fund raising.

For the Alliance to have maximum clout, it must attract the state's top executives. CEOs and senior managers can commit corporate resources (both human and fiscal), and any organization can respond more quickly and effectively to opportunities and challenges if the key decision-makers are directly involved. Furthermore, their direct participation in raising money often makes the critical difference in putting a fledgling organization on a firm financial foundation. Particularly during this formative period, when the Alliance has a limited track record, the stature of the board will help to ensure the success of its fund-raising efforts.

The Alliance is still struggling to achieve a geographic balance -- an uphill battle it almost surely will continue to face in view of Atlanta's dominance within the state. However, bringing together leaders from across the state is essential for success. Little substantive change in Georgia's educational system is likely without strong leadership from the top -- the state superintendent, the state board of education, the governor, the General Assembly, and the private sector. While local initiatives such as adopt-a-schools and other traditional business-education partnerships may result in limited improvement, it is unlikely that they can address systemic issues such as governance, school restructuring, professional development and financing.

Strong leadership from the beginning is essential. While the Georgia Alliance results from the efforts of an individual who had the time and the resources, success does not necessarily depend upon finding such a person. For example, a CEO of a company with a major commitment to public education might provide a loaned executive to lay the groundwork and begin to identify board members and sources of support. Likewise, many foundations, particularly community foundations, act as effective conveners and facilitators.

In some localities, a community foundation might logically bring together the human and financial resources needed to set up an education alliance.

The establishment of an organization that purports to represent a state's business community and has the support of the public education establishment does not happen overnight. During more than a decade of involvement with public education, Mrs. Hoffman developed relationships with the state superintendent of education, foundation executives, other education organizations, the Business Council of Georgia, national organizations such as the Institute for Educational Leadership and individual business leaders. And for several years immediately prior to the formation of the Alliance, she began building a base of support for the concept. During this crucial "incubation" period, Mrs. Hoffman began to establish confidence in and credibility for the Alliance. That credibility is vital, particularly during the initial stages when the organization has no real track record by which it can be judged.

It is important that the board and others involved in putting an alliance together share a sense of ownership. Mrs. Hoffman believes that, as long as the Georgia Alliance was perceived as "Eve's organization," it had little chance of success. Developing a sense of ownership is the first step in developing commitment.

Questions for the Future

At this time in its brief history, there are more questions about the Alliance than there are answers.

What is the mission of the Alliance and how can the Alliance best develop consensus about that mission?

What specific programs should it undertake to carry out its mission?

What are the goals and objectives of the organization coming out of the CEO conference?

What is the relationship of the Alliance to other education-related organizations within the state?

How broad-based or inclusive should the Alliance become?

How can the Alliance best develop a steady stream of operating capital?

Conclusions

The Georgia Alliance is at the beginning of its work. Rather than being at a summit, as it called the recent conference, it has merely established a base camp from which it will implement the strategies needed to bring private sector resources to bear on the needs of public education in Georgia. For it to succeed, the Alliance will have to do the following:

- Identify and implement substantive programs that will sustain the interest and enthusiasm of the business leadership in Georgia;
- Develop consensus about long- and short-range goals and the strategies and projects needed to achieve them;
- Maintain independence from public agencies while at the same time developing trust and a close working relationship with public officials and professional educators;
- Develop a funding mechanism to cover basic operating costs; and
- Strive to increase the geographic and demographic balance to make the organization truly statewide.

There are no quick or easy answers for getting Georgia out of the back row. Speaking to the Los Angeles Rotary, Preston Townley, president of The Conference Board stated:

> "The First Wave of education reform . . . was sparked by the 1983 report "A Nation At Risk" -- which painted a grim picture of America's future if the educational system did not improve. . . . Companies, by the thousands, hurried to adopt schools. New partnerships were quickly created between business and education. . . . While many companies were pleased with themselves, . . . business leaders began to realize that they did nothing for true educational reform."

At this time in Georgia, the Alliance is the only organization attempting to move beyond the "fuzzy altruism" of current one-shot school-business partnerships. It has a long way to go to reach its goal of meaningful private sector involvement in public education. However, its progress is worth watching. When asked why the Business Council of Georgia decided to help finance the summit, Mr. Dyson replied, "The Alliance is the only game in town. No one else is focussing on business involvement at the state level." Ms. Philipp echoed his sentiment. "I'm convinced," she said, "that we must have action at the state level. Right now the Alliance shows the most promise for being able to mobilize business leadership to attack the basic problems we see in public education in Georgia."

ABOUT THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

The Institute for Educational Leadership (IEL) has programs in more than 40 states and is unique among the organizations that are working for better schools. It is a Washington-based nonprofit organization dedicated to collaborative problem-solving strategies for education. IEL works at the national, state, and local levels to bring together resources and people from all sectors of society in a new coalition in support of essential change in schools. IEL works to develop the ideas, leadership, resources, and programs that will enable American education to meet today's challenges, and tomorrow's as well. IEL has four primary components that are the driving forces behind its work. These components are as follows.

1. **Coalition Building:** Strengthening Business Involvement in Education -- The strength and vitality of business can be traced directly to the quality of the education America's young people--and business's next generation of workers--receive in our schools. IEL forms the crucial link between the schools and the business community to establish dialogue that creates an understanding of the common interests of business and the schools. From its position as a knowledgeable but uniquely independent participant in school reform, IEL brings business and education together to strengthen both.

2. **Emerging Trends/Policy Issues:** Demographic Policy Center -- America's demographic changes are in evidence everywhere from maternity wards to advertising campaigns, but nowhere are the challenges of these changes more real or pressing than in America's schools. IEL's Demographic Policy Center, headed by nationally prominent demographic analyst Dr. Harold Hodgkinson, is working to generate greater awareness of the forces reshaping our society and to provide services that will make business and political as well as education leaders more responsive to changing needs.

3. **Leadership Development:** A Motivator for Informed and Pace-Setting Leadership -- IEL sponsors a variety of programs that serve to develop and promote leadership. IEL's Education Policy Fellowship Program gives mid-career professionals the opportunity to explore policy issues and to understand better how policy is influenced. In collaboration with the Education Commission of the States, IEL sponsors the State Education Policy Seminars Program which provides for the exchange of ideas and perspectives among key state-level political and educational policymakers. Through a variety of leadership development services to public school systems, IEL has a learning laboratory to work with school-based staff. IEL and the Office of Educational Research and Improvement, U.S. Department of Education, jointly sponsor the National LEADership Network and work in collaboration with the 51 LEAD centers across the U.S.--with principals, with superintendents, and with other school leaders--to promote leadership in schools.

4. **Governance** -- IEL's governance work focuses on all levels of education policy and management, with the emphasis on performance and action to help local education leaders sort out appropriate roles, responsibilities, and trade-offs. Currently, IEL is working through it School Board Effectiveness Program to develop leadership capabilities and is examining various aspects of local school boards to enhance their effectiveness as governing bodies. IEL's Teacher Working Conditions Project seeks to understand and address the work place conditions and issues which promote or impede teacher effectiveness in urban school systems. This project is part of the overall national effort to professionalize teaching and to gain greater commitment to excellence in learning.

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

BOARD OF DIRECTORS

William S. Woodside (Chair)
Former Chairman and
Chief Executive Officer
Primerica Corporation

Stephen R. Aiello
Executive Vice President, Public Affairs
Burson-Marsteller

Gregory R. Anrig
President
Educational Testing Service

David Bergholz
Executive Director
The George Gund Foundation

Thomas E. Cronin
McHugh Distinguished Professor
of American Institutions and
Leadership
Colorado College

Badi Foster
President
Aetna Institute for Corporate
Education

Harold Howe, II
Senior Lecturer
Graduate School of Education
Harvard University

James A. Kelly
President
National Board for Professional
Teaching Standards

Floretta D. McKenzie
President
The McKenzie Group

John May
Managing Partner
Calvert Social Venture Partners

Lourdes Miranda
President
Miranda Associates, Inc.

David R. Parker
President, Vehicle Leasing and
Services Division
Ryder Systems, Inc.

Neal R. Peirce
Contributing Editor
The National Journal

Carlos Ramirez
Publisher and Chief Executive Officer
El Diario

Albert Shanker
President
American Federation of Teachers

Michael D. Usdan
President
The Institute for Educational Leadership

Arthur White (Vice-Chair)
President
WSY Consulting Group Inc.

Eddie N. Williams
President
Joint Center for Political Science

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

STAFF

Martin Blank
Senior Associate

Julia Burwell-Overton
Consultant, LEAD Project

Michelle Clark
Consultant, School Boards Project

Louise Clarke
Chief Administrative Officer

Jacqueline P. Danzberger
Director, Local Improvement Programs

Peter Goldberg
Senior Associate for Program Development

Elizabeth L. Hale
Vice President and Director, Leadership Programs

Harold L. Hodgkinson
Director, Center for Demographic Policy

Carol L. Horst
Executive Assistant to President and Director, Center for Demographic Policy

Margie Joyner
Director, Financial Services Division

Anne C. Lewis
Consultant

Bert Menninga
Program Associate, EWA

Jean Miller
Consultant

Jeannette M. Nash
Executive Assistant, Leadership Programs

Anita Obarakpor
Executive Assistant

Janice Outtz
Associate Director, Center for Demographic Policy

John R. Rankin
Associate Director, EWA

Kyra Storojev
Program Associate, Local Improvement Programs

Mara Ueland
Executive Assistant, Leadership Programs

Michael Usdan
President

Lisa J. Walker
Director, Policy Resources

Jemelle Wilds
Executive Assistant, Governance Programs

Complete listing of all Occasional Papers on the evolving relationship between the public schools and the business community:

Occasional Paper #1, Next Steps in the Relationship Between Business and Public Schools

Occasional Paper #2, Getting Down to Business: Next Steps in School Business Partnerships

Occasional Paper #3, Chicago Business Leadership and School Reform

Occasional Paper #4, Business Assistance to Urban College-Bound Students: Models That Work

Occasional Paper #5, Corporate Advocacy for Public Education

Occasional Paper #6, Reaching Common Ground: Advancing Business Participation in Restructuring Education

Occasional Paper #7, Detroit Business Leadership and Educational Change

Occasional Paper #8, Moving Beyond Fuzzy Altruism in Business-Education Relationships: The Potential of the Georgia Alliance for Public Education

Occasional Paper #9, Sustained Business Involvement in State School Reform: The South Carolina Story

Occasional Paper #10, New Jersey Business Pledges to Invest in Needy Children

Copies can be purchased by sending $6.00 per copy with your request to:

Publications Department
IEL
1001 Connecticut Ave., N.W., Suite 310
Washington, D.C. 20036